



Marking Policy

Clowne Junior School

Reviewed/Adopted: October 2019
Next Review Date: October 2020
Review Frequency: Annually
Reviewed by: Full Governing Body

Marking & feedback has three purposes:

To help pupils:

1. Understand what they have done well.

To ensure pupils understand what they have done well they need to know both what they have done well and the reasons for it. Discussions with pupils about recently marked work should display a good understanding of both these points.

2. Understand how to improve.

To ensure all pupils understand how to improve, different types of prompts should be used. We use a mixture of challenge, reminder, process and example prompts, as appropriate, to help pupils to understand.

3. Make visible signs of improvement as a result of feedback.

Without visible signs of progress emerging from marking and feedback, there are no signs of effectiveness. Teachers and teaching assistants should ensure time is given to act upon the guidance so that pupils may act upon it and make improvements. Marking Response Time (MRT) is regularly built into lessons each week as appropriate.

Consistency

The three purposes of marking should be evident in all classes in all subjects throughout the school. However, approaches may differ between the year groups and between classes.

Sometimes, it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time, the three purposes of marking and feedback should be developed.

Evaluation

Frequent work scrutiny and discussions with pupils will be undertaken by senior leaders to ensure the three purposes of marking are of consistently high quality throughout the school

Guidance for teachers and teaching assistants

Pupils should be taught and encouraged to check their own work by understanding the learning intention and success criteria, presented in an age appropriate way, so that they can complete work to the highest standard. Shorter, challenging comments or oral feedback are more effective than in-depth written comments. Teachers should use professional judgement about when to use spoken, written marking, peer marking and self-assessment. Clowne Junior School aims to ensure consistency across the school but recognises that marking varies by age group, subject and what works best for pupils in relation to any particular piece of work.

This policy should be read alongside our Teaching & Learning Policy. Use of formative assessment to assist us with planning is at the heart of all teaching at Clowne Junior School and helps us to achieve good and outstanding outcomes in all lessons. Checking, marking and assessment are key factors that affect pupil progress. The aim of our Marking Policy & Guidelines is to ensure that all checking, marking and assessment promotes good and outstanding pupil progress in all areas of learning. Please refer to the Marking Guidelines document for more information on how we ensure that all marking, whether verbal or written, is of a consistently high quality.

Guidelines for Marking

Plan time for Marking Response Time & use the Pupil Pens

Provide time within the lesson for pupils to respond to feedback. This can be at the start of the lesson or even during the lesson- plan for it when it will be most effective. Encourage the children to use the purple pens to create a dialogue between you and them.

Explain to pupils how the purple pens work - **they must respond to any marking comment made**

by the teacher or by a peer to show their understanding of how to improve their work. Then, pupils must make the improvement(s) suggested using the purple pens to show a difference between their previous work and the improvement.

All staff should refer to the school handwriting policy to ensure correct modelling is used in marking feedback.

Evidence-recording

- If interaction between teacher and pupils is good, then efficient marking strategies can be deployed.
- Suitable summative assessment will enable a teacher to monitor pupils' progress. Where progress is secure, no further evidence is necessary. Where an individual pupil's progress is a concern, then more detailed monitoring and recording may be justified.
- It **should not** be a routine expectation that next-steps or targets be written into pupils' books. The next lesson should be designed to take account of the next steps that the pupils need.
- Next steps should be used **as appropriate** when it is felt that pupils need to consolidate their learning or to provide an extension task.
- If significant numbers of pupils have made the same error the correction and next steps should be addressed through the next lesson rather than through extensive individual marking

General Marking

Teachers should use the 'Common Marking' symbols when giving feedback to children. These should be glued into the back of all pupils' books and be referred to during lessons, when giving marking response time.

The date and title will be used for each piece of work. It will be placed next to the margin and underlined. Rubbers are discouraged; instead children will use one neat line to cross out the error.

All pieces of work will start with a 'Learning Intention' and this will be demarcated with an 'LI:' The sentence following that symbol will start with a **verb**. When a child has met the learning intention during the lesson, the teacher will show this by putting a single tick at the side of the LI sentence. **No** symbol will be used if the LI has not been met.

Examples

LI: Apply key features to build suspense.

LI: Using tier three vocabulary in the correct context.

LI: Punctuating text correctly.

LI: Create a detailed description which builds a picture for the reader.



The '**next steps**' symbol:

When marking books, the '*next step*' symbol will be used to show children how they can improve and move their learning forward. Teachers will ensure the '**next steps**' activity is linked to the learning intention or an issue that is preventing the children from being successful.

Having to complete a 'next step' activity doesn't mean the child has not met the learning intention. The purpose is to extend/consolidate an aspect of learning experienced during the lesson. It should be year group appropriate and, more often than not, directly related to the learning intention. It should be a task or action, given to a range of children, who need to practise or extend different aspects of learning. It should be completed by the children using the purple pen and checked by the teacher. However, if it is incomplete or incorrect, teachers need to follow it up with the child on an individual level.

Examples

Examples of a next step	Why is the effective?
	<p>The focused step has prompted the child to create two short sentences that give structure to the writing. The LI for the lesson was to use varied sentence length.</p>

'Next step' examples:			
<p>Rewrite the last sentence so it leaves the reader wanting to find out more.</p>	<p>This is effective because it encourages the pupil to think about the purpose and the effect on the audience. It also promotes reflective practice.</p>	<p>Add the appropriate punctuation to this direct speech.</p>	<p>This is effective to consolidate the learning intention.</p>
<p>Write a sentence linked to our writing unit using this tier three word. (i.e. artillery.)</p>	<p>This is effective because it encourages the application of higher level vocabulary.</p>	<p>Underline three words in your description which would make the reader feel empathy towards the character.</p>	<p>This is effective because it extends the pupils' understanding of how a writer can influence the reader.</p>

Intervention and support

Teachers will identify clearly when intervention or support is needed. This will enable the children to seek it out to move learning forward. The symbols 'T' and 'TA' will be placed at the point in the learning journey where the intervention begun. Beyond that, there should be clear evidence of impact and the teacher may encourage the child to use their purple pen to highlight changes and corrections.

Examples of Intervention and Support	Why is this effective?
<p>Those two weeks seem like years! Cissie and her husband Bert. There are no lights at all (it was pitch black at night.) The cottage was so big! (Not as big as ours though) At 06:30am I had to get up and get ready! My first job in the morning was to go on the yield and collect stores before going to school. Maggie didn't go to school! she would stay at home and still learn Bert told us that he was in the great war. (When can I come back to see you.)</p> <p>I miss you, (is dad ok?) Hope I will see you soon.</p> <p>Love Alicia</p> <p>10¹⁰ DJ x 2 for EXCELLENCE</p> <ul style="list-style-type: none">- You've included key information about what happened to evacuees- You've described how it would affect evacuees emotionally. <p>T These two weeks have seemed like years! My step mum Cissie and my step dad Bert. There are no lights at all.... It was pitch black!</p>	<p>Why is this effective?</p> <p>This example shows how the teacher has highlighted a child with an aspect for improvement.</p> <p>Using their professional judgement, the teacher has worked with the child on the particular focus. The child has recorded the impact in their purple pen.</p>

Peer/Self-marking

This style of marking is important to encourage self-awareness and independence. Children often respond better to comments and instructions made by their friends. A child who is able to explain errors and learning to others has a certain level of knowledge and understanding. This process of explanation will continue to further develop their understanding of a range of concepts.

- It will be completed in purple pen
- The amount of peer marking will be determined by the year group, the activity and/or the concept being covered.

Rewards

It is important that children know what they have done well. One way a teacher can show that a piece of work is successful is to reward a Dojo. When doing this, the teacher will indicate the number of Dojos and the type of Dojo it has been rewarded for. Teachers will write the word or use a simple symbol to show when a Dojo has been given e.g. DJ or Dojo. The teacher will also reference the Clowne Value which it fits to.

Example

Example of praise statement	Why is this effective?
<p>10¹⁰ DJ x 2 for EXCELLENCE</p> <ul style="list-style-type: none">- You've included key information about what happened to evacuees- You've described how it would affect evacuees emotionally.	<p>Why is this effective?</p> <p>Children are shown when they have done something well. By linking it to a value, it shows the child the expectation and how it can be applied in the future.</p>

English Guidelines

Spelling

When marking work, teachers should draw children's attention to spelling mistakes by writing 'sp' above the word that is mis-spelt. This should be balanced across the piece of work and should highlight common errors, repeated errors or technical vocabulary errors. Children will use their purple

pen to ensure the teacher can see the corrections in their book.

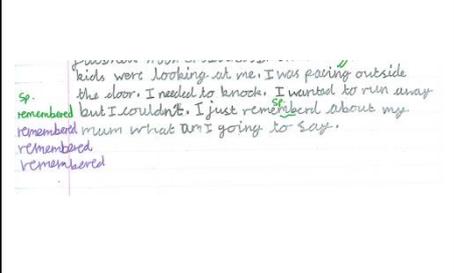
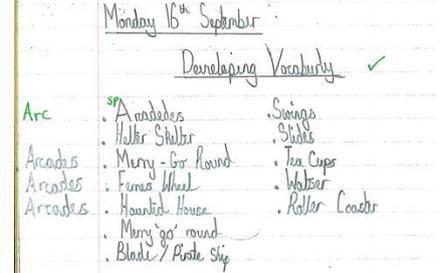
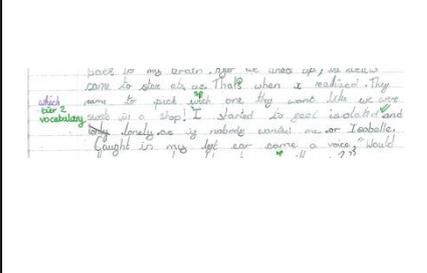
In Y3, the teacher should write the full word in the margin for the children to copy.

In Y4, the teacher should write the first few letters in the margin to identify where the children should practice the spellings

In Y5 & Y6, the teacher should write 'sp' and the children will be expected to write the correction in the margin.

However, teachers should use their professional judgement for individual children and, if necessary, make their support more bespoke. 'Over learning', by asking the child to write out the word several times, may be used at the teacher's discretion.

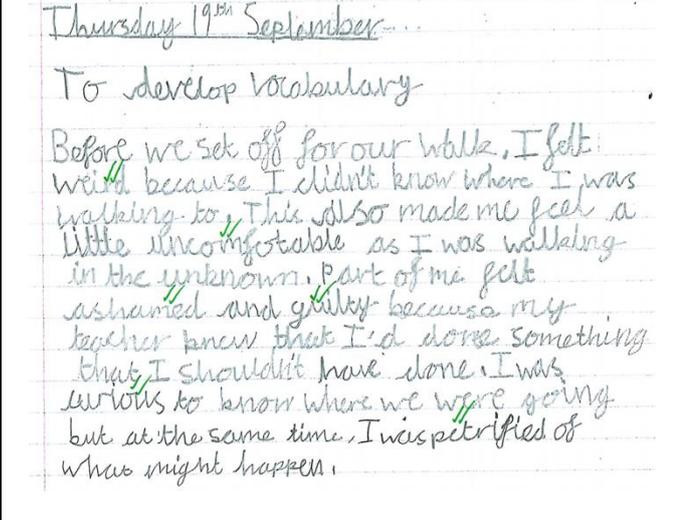
Examples

Year 3	Year 4	Year 5 & Year 6
		
<p>Why is this effective? Children need to be taught spelling in a variety of ways. By writing the word out, the children get to learn muscle memory through kinaesthetic learning.</p>		

Vocabulary

Highlighting a child's use of key/technical vocabulary is important and teachers will emphasise the key words (Tier 2 and Tier 3) by using a double tick by the side of the word.

Examples

Example of good vocabulary	Why is this effective?
	<p>By highlighting the vocabulary, the children are clear about the expectation and their correct use of the words. It encourages them to try more adventurous word choices.</p>

Grammar

See Common Marking Code appendix.

The Pupil Presentation Promise

Each child is required to follow the 'Pupil Presentation Promise' (PPP) which is either stuck in the book or written up on the first few pages. If a child does not follow the statement, the teacher will use the symbol 'PPP' and put the statement number next to it to emphasise to the child the area they need to focus on during the next piece of work.

Example

<p style="text-align: center;">Example of PPP marking focus</p> <p>Friday 27th September PPP5</p> <p><u>Att. To vary sentence length.</u></p> <p>As the teacher's voice bellowed across the class room, I pushed with my partner smart and get happily shameful. I immediately knew exactly where I was going to be taken and it made me get nervous.</p> <th data-bbox="997 206 1460 642"> <p>Why is this effective?</p> <p>The children are clear about which aspect of the PPP they need to work on. The teacher also has a focus for future marking. If it continues to be an area for improvement, the teacher may need to do some more focused work with the child.</p> </th>	<p>Why is this effective?</p> <p>The children are clear about which aspect of the PPP they need to work on. The teacher also has a focus for future marking. If it continues to be an area for improvement, the teacher may need to do some more focused work with the child.</p>
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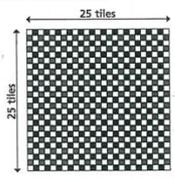
See Pupil Presentation Promise appendix

Maths Guidelines

When a child makes an error during the lesson, the teacher will put an 'x' to make it clear to the child. The child will correct that using their purple pen. If the teacher believes there is a number of errors or that the child has misunderstanding of a number of concepts, they will write the word '**check**' by the side of the work. The child is expected to check this work and make corrections. If they are unsure, they are to speak to a staff member or peer for support.

If the teacher believes that there is significant misunderstanding, then the word '**chat**' will be written next to the work and the child will be given additional support by an adult during the next lesson. This could take many forms including 1 to 1, small group work or a particular intervention. It may be a whole class reteach of the LI.

Examples

<p>Example of Check</p> <p>There are 1,250 cars already parked. How many empty spaces are there?</p> <table border="1" style="width: 100%;"> <tr><td>730</td><td>1250</td><td>50</td><td>700</td></tr> <tr><td>1670</td><td></td><td></td><td></td></tr> <tr><td>2300</td><td>1000</td><td>910</td><td></td></tr> <tr><td>3910</td><td></td><td></td><td></td></tr> </table> <p style="text-align: right;">1670 ✓</p> <p>Mr Smith has tiled his kitchen floor.</p>  <p>Each tile costs 18p. How much does the floor cost in total?</p> <p>$25 \times 25 = 425$</p> <p>$20 \times 20 = 400$</p> <p>$5 \times 5 = 25$</p> <p style="text-align: right;"> 425 $\times 18$ 3400 4250 7650 7650 ✓ </p> <th data-bbox="1045 1279 1460 2188"> <p>Why is this effective?</p> <p>The first calculation has been marked with a cross to demonstrate to the child that the answer is incorrect. The teacher is confident that the child is capable of achieving the correct answer independently; otherwise they would have had a 'chat' with the child.</p> <p>In the following example, it is clear the child has recalculated the sum correctly. It is clearly demarcated with the purple pen.</p> </th>	730	1250	50	700	1670				2300	1000	910		3910				<p>Why is this effective?</p> <p>The first calculation has been marked with a cross to demonstrate to the child that the answer is incorrect. The teacher is confident that the child is capable of achieving the correct answer independently; otherwise they would have had a 'chat' with the child.</p> <p>In the following example, it is clear the child has recalculated the sum correctly. It is clearly demarcated with the purple pen.</p>
730	1250	50	700														
1670																	
2300	1000	910															
3910																	

Example of Chat

2 Complete the multiplications.

a)					
	1	2	3	5	
x		5	3		
	3	2	0	5	
	6	7	5	0	
	6	5	4	5	✓

b)					
	4	0	3	6	
x		2	4		
	1	0	4	4	
	8	0	2	0	
	9	7	1	6	4

c)					
	6	9	7	8	
x		5	4	6	
	4	1	8	6	8
	4	8	8	4	6
	5	3	0	3	2
					8
					✓

Chat

$$\begin{array}{r}
 \text{C) } 6978 \\
 \times 546 \\
 \hline
 415868 \\
 488460 \\
 530328 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 \text{B) } 4036 \\
 \times 244 \\
 \hline
 16144 \\
 80720 \\
 96864 \\
 \hline
 \end{array}$$

Why is this effective?

This example shows that the pupil has self-marked the first sum but then not been able to calculate the next examples. The teacher has correctly identified that this child needs to 'chat' about their work. They are not able to complete the calculation competently through independent work.

An adult has then supported the child, at the next available opportunity, allowing them to tackle both sums with accuracy.

The '**Whole Class Grid**', will be used by the class teacher to record the marking feedback from the lesson. It will allow the teacher to organise their teaching, focus on analysing mistakes and planning more effective lessons for the following day. This will be kept by the teacher in the file and completed on a regular basis e.g. daily or over a few lessons to allow them to see development.

See Whole Class Grid

Appendix

- Common Marking Code
- Pupil Presentation Promise
- Maths Whole Class Grid